

## **Summary of the Ph.D. Thesis**

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Subject of doctoral dissertation: Reading and writing difficulties affecting students with visual disorders who use the Braille alphabet

Key words: blind people, reading difficulties, writing difficulties, visual disorders, Braille alphabet, diagnosis

### **Summary:**

The aim of this dissertation was/is to broaden the knowledge about reading and writing skills of blind people. These competencies constitute the basis of school education that should be provided to every student, including children with special needs. Conducted research had the purpose of verification if difficulties in reading and writing affect students with visual disorders who use the Braille alphabet.

The research was performed among students in third grade who attended special care educational facilities for the blind. The dissertation is divided into six sections. The first chapter is dedicated to theoretical issues treating language as the primary tool of communication and, therefore, the basic competency in school education. The second chapter is devoted to the two key issues present in this thesis: reading and writing. In addition to the classic concepts, the specificity of reading and writing with the use of the Braille alphabet is introduced. Subsequently, the most important theories relating to reading and writing disorders are described. The following subchapters focus on educational diagnosis, diagnosis of dyslexia, and the risk of dyslexia.

The empirical section of this dissertation, which encompasses the methodological foundations of personal research, includes research aims, hypotheses, characteristics of the study group and all of the variable measuring instruments used in the conducted research. The third chapter comprises the analysis of the results of personal research. The verification of obtained results has proven that among students who use the Braille alphabet, there are children who were diagnosed with reading and writing difficulties. In the fourth chapter, verification of the results of individual subtests was undertaken. The

presented analysis takes into account the nominations of early school education teachers and polonists who taught the examined students in fifth grade.

The last section of the dissertation contains conclusions from the conducted research. The primary conclusion is the necessity for the adaptation of current diagnostic tests designed to measure the degree of writing and reading skills, or the creation of specialized tests dedicated to people with visual disorders and adjusted to the specificity of the Braille alphabet.